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Intellectual Migration In The Context Of Customs Union As A Threat For National Security

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Abstract

The author considers intellectual migration in the context of customs union as a threat to national security. As it affects the external security of state it poses a threat to the defense capability, leads to the imbalance in the internal security of socio-economic, political, scientific and technical spheres. Having examined the international experience of export of the education and having assessed the current situation of the issue in the Customs Union the author concludes that without internationalization of education and its major component parts such as export of educational services as a non-primary sources of economic growth it is impossible to create educational space of CES harmoniously.

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INTRODUCTION:

In a globalized world human factor of socio-economic development becomes an invaluable capital. Migration processes in the world began to form the labor basis of states. Nowadays “brain gain” and “brain drain” accompany development of the economies of all countries and suggest a bilateral exchange of information on the status of workforce in the exporting country and the importing country.

Intellectual migration plays special role in migration processes. It affects the external security of state it poses a threat to the defense capability, leads to the imbalance in the internal security of the socio-economic, political, scientific and technical spheres.

In the Republic of Kazakhstan intellectual emigration as a threat to national security includes three aspects:

The first aspect is trouble with technological development of the republic.

The second aspect is “brain drain”. In the flow of intellectual migrants young people make high proportion.

The third aspect is a poor scientific school affecting professional reproduction of scientific elite. Scientific school presents continuity, unity of style and methods.

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Cooperation with research centers in developed countries as the Soros Foundation, Carnegie, Adenauer and Ebert international programs is an instrument for regulating intellectual migration and preventing security threats.

Under modern conditions qualified scientists, young specialists and university entrants rush to the favorable conditions for studies and scientific work. It tends to occur in the export of education contributing to the “brain drain”.

Integration processes in the education of Kazakhstan at the Customs Union are accompanied by trends of leaving the country for obtaining higher education in Russia and Belarus. Among the leaving people the first place take young researchers as the most mobile part of the scientific community which contributes to the “brain drain” trend. Western countries which are economically developed stimulate the process of replenishment of talented researchers: bachelors, masters, doctoral interns at the state level making them to stay in the country.

In the process of export of educational services as a highly profitable multi-billion dollar industry there is obvious separation of exports to importing countries and exporting countries: the more developed countries host more international students than send abroad their own students.

For example the key education exporting countries (USA, UK, Australia, Japan) and the EU (Germany, France, Finland) stimulate at the governmental level efforts to involve foreign graduates in economic and scientific development of the countries.

In the European Union special programs of the European Commission implemented a system of “blue visa” for talented scientists from around the world. “Blue visa” is a system for social support, for visa obtaining, and, if desired, for subsequent citizenship for the young talented scientists from non-European countries.

Finland increases the export of educational services to Saudi Arabia, China and Malaysia. They put the aim to bring the share of revenues from the export of education to 20% of their annual education budget in 5-6 years as the Finnish government plans to cut funding for universities up to 80%.

Certainly this issue has a lot of advantages and disadvantages. Export of higher education in the context of the Customs Union of Kazakhstan, Russia and Belarus is relevant enough. Educational policy of Nursultan Nazarbayev, President of Kazakhstan, aims the following: “in the modern world educational services are fast-growing segment of the economy ... Kazakhstan should use this experience and become the center of the export of education and scientific breakthroughs in the region, the CIS and Eurasia as a whole ... The new university will transform our capital into a major scientific and educational center of Eurasia”. (*Lecture of President of the Republic of Kazakhstan at Nazarbayev University: Innovative science and industry knowledge - a strategic resource of Kazakhstan in the XXI century, 07.12.2010*).

The number of universities in Kazakhstan is one of the highest in the world. One institution has 112,000 people in average. There are about 4,000 students in one university which demonstrates one of the world's highest level of scholarization comparable only with Poland, if European countries are taken, where about 2 million people are enrolled in 457 high schools.

Kazakhstan invests in education export for the members of the Customs Union. Talented scientists and young professionals from Russia and Belarus have not yet enrolled in Kazakh universities massively. The reason is not that there is no strategic vision for the issue, but rather that heads of educational institutions are not ready on the mentally and psychologically for such experience.

Kazakh students are successfully enrolled in the universities of United States, European Union, Australia, Southeast Asia, Turkey, South Korea, Japan, Singapore, Malaysia and China. In the framework of the Customs Union Russian and Belarusian universities opened the doors for Kazakh students, postgraduates and scientists at all levels of undergraduate and postgraduate education.

In terms of educational legislation between Kazakhstan, Russia and Belarus there are bilateral and group agreements setting equal rights for citizens of one country in another for admission in its educational institutions such as between Russia and Belarus, Russia and Kazakhstan.

Russia has a “Concept of educational services export of the Russian Federation for 2011 – 2020”. The document states that “the strengthening of Russia's international position ... providing political, economic, informational and cultural influence abroad require turning on all the available state levers. Policy aimed to internationalize and develop export of Russian education is an important tool for the implementation of key national policy objectives”. (*“Concept of educational services export of the Russian Federation for 2011 – 2020”*. <http://www.russia.edu.ru/news/>).

Russian researchers note that “the biggest “educational field” for Russian universities outside Russia has been the Republic of Kazakhstan for the past 15 years comprising more than 10 million Russian-speaking citizens. The highest point of export of Russian educational services was in 2005-2006 when the total number of local students studying Russian educational programs came to 30 thousand people, while the number of Russian universities exported educational services to Kazakhstan was 26, which was also a record”. The attractiveness of the Russian higher education system considerably inferior to the Anglo-Saxon in the USA and the UK due to inexpensive education in average colleges.

Russian experts discuss many questions on the export of education. How to present Russia in the context of the CES with a strong higher education or a country that can provide inexpensive diploma of higher education? Director of the Center for Continuing Education Economy of Academy of National Economy at the Government of the Russian Federation T.Klichko said: “We do not know why students come to us. For example, in China there are very strict rules for admission to universities after the unified state exam. We can assume that is why young people who was not admitted in China are sent for education in Russia. So the Chinese come to us to obtain cheap diploma, and Kazakhs financed by the government stopped to come to our country. In

general do Russia need foreign students who are only interested in cheap diplomas?” (*From raw material exports to the export of education - http://www.akvobr.ru/eksport_obrazovania_v_rossii_i_mire.html*).

In Russia distant educational programs for master degree are conducted at the lowest prices, especially with respect to higher education institutions in the regions of Russia and at the border with Kazakhstan regions. There are over 30-35 thousand Kazakh people studying abroad. According to the information of MoES for December 2011 14,700 students (undergraduate, graduate, postgraduate) are making their studies in the Russian Federation. As can be seen from the data Kazakhstan is the absolute leader among consumers of services of Russian higher education export.

In Kazakhstan educational programs for master degree are not available for distance education so the trend of Kazakh bachelors from border areas to choose Russian programs for masters degree, is growing. At the same time specialists in Kazakhstan have doubts about the quality and content of distant education for masters in Russia as Kazakh employers, particularly universities, do not accept the educational trajectory of Master obtained by distance learning. Thus the actual problem harmonization of requirements, qualifications and educational legislation of the Member States of the CES.

In Belarus the process of education export is also developing actively. For continuation of the resolution of the Council of Ministers of Belarus № 1320 “On the concept of development of educational services export in the framework of cooperation between Belarus and foreign countries in 2007-2010”, in 2015 it is planned to increase the volume of export of educational services to \$ 61.66 million and for the years of state program implementation up to \$ 186,680,000 (<http://bdr.by/work/education/7642--2015-6166->).

Kazakhstan has not fully involved in the process of export of education yet. State Program of Education Development in the Republic of Kazakhstan till 2020 was approved in December 7, 2010 on the eve of Kazakhstan's accession to the Customs Union and the formation of the CES.

Scientific basis for the reproduction of the intellectual potential in Kazakhstan are Masters and PhD programs which replaced the old system “Candidate of science- PhD”. There are more than 500 PhD students in the country nowadays. However, development of education planned in the State Program of Kazakhstan 2020 to increase the number of PhD does not solve the actual problems of education export. The following issues contribute to this problem:

- lack of a modern system of effective management, planning and creating infrastructure solutions for the management of higher education and scientific organizations;
- excessive level of governmental intervention and excessive administrative control;
- remaining low salaries of professors, academic staff and researchers;
- inertia of academic traditions and low prestige of the teacher and researcher in society as a consequence of lack of clear models of research and scientific-pedagogical career;
- pursuit of university autonomy without responsibility for achieving results;
- low geographical and intersectoral mobility.

Decisions can be the following:

- establishment of public and non-governmental organizations, national services with branches abroad for promotion of educational services export and academic exchange of teachers and students;
- study of good practice of other countries in the export of higher education, training managers and marketers in the field of education export;
- development of a network of representative offices of Kazakhstan science and higher education on the basis of diplomatic missions as well as expansion of the Abay Centers network revising the concept of their activities and expansion of their activity in the regions of the CES and foreign countries.
- material incentives measures for strengthening of international attractiveness of Kazakh universities by financing their participation in educational fairs or exhibitions and other events giving such an effect;
- expanding the geographical scope, priorities and the amount of scholarships granted to foreign students at all levels (Bachelor, Master and PhD) and researchers;
- simplification of procedures for obtaining visas to Kazakhstan for foreign students (undergraduates, doctoral students, researchers, etc.), increasing the duration of stay in Kazakhstan;
- increase the number of English-speaking departments in universities;
- stimulation of horizontal mobility of students and researchers in Kazakhstan.

Conclusions. Without internationalization of education and its major component parts such as export of educational services as a non-primary sources of economic growth it is impossible to create educational space of CES harmoniously. The most important effect of export of education is following: smart and talented people studying in CES countries are more valuable than income from well-thought-out and organized market of export of educational services that is the main key to regional security.

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